



# Session 4: Report back Towards implementation: Examining the implications, opportunities and challenges of the new education agenda

## South-East Asia (Insular)

*Indonesia, Malaysia, Singapore, Philippines, Timor-Leste*



# Implications (relevance)

The SDG4 targets are all relevant to the countries and the region:

- Timor Leste: Access, relevance, equity, equality and quality, incl. learning outcomes, compulsory education
- Malaysia: can map the targets against the Malaysian Education Blueprint 2013-2025
- Indonesia: Already included in Strategic Plan 2015-2020; global citizenship education needs to be incorporated in curriculum
- Singapore: Quality is the most relevant (especially skills development). 4.3 and 4.4 most relevant
- Philippines: Early childhood development, care and education most relevant (school readiness: K-12 programme) ; 21<sup>st</sup> century skills



# Opportunities

SDG4 provides the opportunities to continue the unfinished EFA agenda.

- Philippines: Good coordination across the ministries for ECCD, e.g. ECCD council and social welfare development for 0-4; Life long learning with private sector to participate in monitoring;
- Strong monitoring with a focus on the marginalized including policies, programmes and finance earmarked for the disadvantaged
- Malaysia: SDG4 opportunity to look at the unfinished EFA and MDGs
- Timor Leste: Design and pilot the new curriculum. Implementing a new participatory management, e.g. bottom up school management system; partner with other DPs+ CSOs
- Overall: Using the indicators, to partner with stakeholders, bi and multi-lateral to get the information and collect the data
- Singapore: Dedicated coordination unit to communicate the goal and targets
- Overall: Existing EFA coordination mechanism to engage various stakeholders



# Challenges

Monitoring and evaluation especially collect and access to data and information

- Singapore and Indonesia: Access data of private schools:
- Indonesia: Education budget at the national level high at 20% but much lower at the local level; data not easy to collect especially on parenting education, early child development, pre-primary, collect the data, as most by private sectors. Preprimary not compulsory
- Malaysia: Global citizenship education, sustainability and human rights - how to measure
- Timor Leste: Children from mountainous areas difficult to access to education and their drop out rate high. Budget allocation to education low 9% ;
- Malaysia: Disaggregated data difficult to get e.g. disability. and need more agencies to give data. Education for displaced people (undocumented children); get the buy in from other ministries and agencies, private sector and NGOs
- Overall/region: Strengthen the existing monitoring system.
- Overall/region: Ownership of SDGs: Government committed but how to ensure the ownership of other ministries and agencies
- Overall/region: Harmonization of programmes and data requirements among IDPs



# Actions

- Strengthen collaboration, e.g. inter-ministerial collaboration, including government, community and CSOs and the donors, and business/private sector  
e.g. Philippines: national EFA committee which is inter-ministerial and co-chaired by CSOs to have expanded the membership including the business
- Ensure sufficient funding for the implementation of the SDGs and effective leadership from the MOE
- Expand/broaden the data collection on new issues e.g. violence.
- Need harmonization among UN agencies and regional networks like ASEAN SEAMEO, e.g. on OOSC
- Advocacy and awareness raising on SDG 4 (communication strategy) to inform stakeholders and the public.
- M&E of private schools: regulatory policies and mechanisms. Incentives (subsidies, vouchers) for private schools enter learners' information